DOCUMENT RESUME

ED 122 575 EC 082 953

AUTHOR Kane, Janet Fenton; Arend, Paul J.
TITLE Program Model: Language Enriched English Eleven for High School Students Deficient in Language.
PUB DATE Apr 76
NOTE 18p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *English; Exceptional Child Education; *Language Arts; *Language Handicapped; Learning Disabilities; *Program Descriptions; Program Effectiveness; Remedial Courses; *Remedial Instruction; Senior High Schools

ABSTRACT

Eighteen high school students of normal intelligence but with severely deficient language skills were given a special highly structured instructional program. Students progressed in vocabulary development, reading comprehension, and written and oral expression. Although the degree of progress was not sufficient to overcome deficits of two and three grade levels, the prognosis for further improvement was thought to be good. Students reacted favorably to the program and showed improved self concepts. (DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122575

PROGRAM MODEL: LANGUAGE ENRICHED ENGLISH ELEVEN FOR HIGH SCHOOL STUDENTS DEFICIENT IN LANGUAGE

Janet Fenton Kane
Paul J. Arend

Perry Hall Senior High School
Baltimore, Maryland.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Introduction

In setting guidelines for evaluating student progress, the Board of Education of Baltimore County made provisions for the student "who can not meet a fixed standard but who has secured results of a definite educational value to himself" in the form of a "D" grade which was an indication of concerted effort but lack of ability and achievement. Teachers awarded such "gentlemen's D's", but the question of why these students could not achieve within the English classroom continued to challenge the system.

A subjective evaluation of the composition work of such 'D" students revealed something amiss in their ability to manipulate language. The students used written language which was incomprehensible with deficiencies in spelling, organization and critical thinking. Test records of these target students showed extremely low verbal scores thereby confirming the teacher's subjective evaluation. The records also indicated, in most cases, an average IQ. It was assumed that these students had the intellectual capacity to learn language skills, yet classroom teachers were faced with dead-ends in attempting to reach them.

EC082953

For the purpose of this program, the term "language deficient" was used to denote the target pupils. There was no attempt to label such students as learning disabled, minimally brain damaged or the like; "language deficient" was purely descriptive and not a label.

Given that there was a group of language deficient individuals within the Perry Hall Senior High population, the English department proposed a special course titled "Language Enriched English" to be taken in lieu of English Eleven. The objective was to remediate some of the basic spelling, vocabulary, reading, critical thinking and composition skills of these target students.

Rationale

The rationale for such a specialized section was that it was a unique approach to learning problems. The only programs which attempted to deal with the problems of low achievers were Basic English and Prevocational Education. Both of these programs relied heavily on "high interest/low readability" materials, but their objectives were not to concentratedly teach basic language skills. Both sections had a large percentage of students with behavioral problems as well as language deficiencies. There was a type of student in any class (whether basic or general) who faded into the background because of his good behavior, but who consistently failed in his attempts to use language effectively. It was this quiet and

conscientious, but language deficient, student whom the school enrolled in Language Enriched English.

Selection Procedures

Since this was a pilot project, it was decided that students be selected from the 1974-1975 school's sophomore class rather than from the ninth grades of the feeder schools. This facilitated better selection procedures. Students were selected for the program in three phases.

PHASE ONE: TEACHER REFERRAL

All tenth grade teachers were asked to submit names of students who appeared to fit the qualitative description of language deficient, i.e. a student who, although trying, could not manipulate the basics of language. The evaluation was made primarily on the basis of composition work and the teacher's professional judgement.

PHASE TWO: QUANTITATIVE ANALYSIS

Following teacher referral, each student was screened on the basis of test records. Any student with a full scale IQ of less than 90 was eliminated since one of the characteristics of the target pupils was that they were to be of normal intellectual ability. Only students with the lowest verbal scores were interviewed in Phase Three.

PHASE THREE: INTERVIEW

It seemed that the most ideal way to implement a program such as this was on the basis of student volition. Since the school was dealing with adolescents, it was advisable that the student be asked if he would be willing to work in such a program. Personal contact in the case of a language deficient student had the potential to improve the student's psychological point of view towards school.

Personnel, Resources and Funding

The personnel involved in the languge enrichment program were the following: department chairman/project sponsor and the classroom teacher/project coordinator who was certified in English, learning disabilities and reading.

Resources included volunteer aides from Goucher College, Towson, Maryland. The volunteers were awarded academic credit for the field work experience (insuring reliability) and cooperated with the teacher in planning lessons and activities. The assistant principal served as an important indirect resource person due to his extensive experience within the field of special education. The guidance department expressed a great deal of interest in the program and pledged full cooperation.

Funding was through the English department and Office of

Reading, Board of Education of Baltimore County. Due to a very limited budget and the lack of effective publications, most learning materials were to be teacher-devised.

Scheduling Considerations, Facilities, and Supplies

In order to achieve a modified block-time in which to work both with students and to coordinate work with volunteers, the following schedule was considered highly desirable for the teacher.

Period One - Free to orient volunteer aides and plan work

Period Two - Language Enriched English

The administration arranged the teacher schedule to include the appropriate class at the above times. Release time for the teacher was provided where possible. Student schedules were adjusted and computerized. Administrative contact was made through the proper channels to acquire approval for undergraduate college students for the tutorial part of the program.

The school of 2,000 pupils had more than 100% scheduled use of regualr classroom space. Provisions were made for tutorial space.

The Program

Based on the selection procedures outlined, twenty students were selected for Language Enriched English Eleven. The class met daily for five periods a week.

The first objective of the program was to compile a profile of each student's individual strengths and weaknesses based on informal diagnostic tests. Students were then grouped according to their areas of deficiency; this facilitated a learning-station approach with volunteers providing tutorial aid.

Most approaches to diagnostic teaching advocated teaching to the student's strengths. In the zeal to remediate problem areas, students were not allowed to slip back in those areas in which they were proficient. It was hoped that, just as students were grouped according to deficiencies, they could be regrouped on the basis of proficiencies; the class was brought back together on the basis of common proficiencies.

The target skills for this program were the following: vocabulary, spelling, factual recall, critical thinking, language structure, and written and oral communication. Vocabulary and spelling went "hand-in-hand" with reading and were taught through the most pragmatic approach whether phonetic or whole word. All vocabulary was presented in conjunction with reading and was reinforced through numerous follow up exercises, puzzles and games. When given an achievement test

covering all vocabulary taught, the mean score was 90% with all but four students scoring higher than 90%.

Reading materials were all content-related. In addition to being language deficient, students seemed to lack general knowledge of their world, so reading was factual in an attempt to educate as well as teach skills. Inferential thinking was stressed since students appeared to be unable to relate current reading to past experience or learning. There was, however, only moderate improvement in this area perhaps because attending to facts took up all of students' concentration. Many of the students experienced difficulties in English not only because they could not express themselves but because they had difficulty in interpreting the literature. For many, language remained at a concrete level, and even the simplest metaphor could be lost because the students were unable to extend their thoughts beyond the printed page. Interpretive reading skills were emphasized whenever possible.

It was thought that students would benefit from traditional word attack skills, so a self-paced word attack manual was used. Students, however, made very little improvement in phonics and expressed great dislike for word attack. Skills in syllabication did improve greatly, and students seemed to become more aware of the components of words.

Students were taught basic language skills through a variety of work-book, drill and instructional techniques. In most cases this involved returning to basic linguistic inflections

amd transformations. Retention, as demonstrated by the achievement test, was high with a mean score of 86%. Follow ups, however, were essential as reinforcement for these skills.

Written communication skills centered on the sentence as a unit of writing through which other organizational skills can be taught. Sentence writing activities included: packed sentences, sentence combining and sentence imitation. Music and films were often used as stimuli for the writing experience. Students did appear to gain mastery over the sentence, and their attitudes toward writing became more positive. The positive attitudes were attributed to the fact that students felt less threatened by a sentence-composition than a lengthy essay. The students were better able to produce when given a specific topic than when given an open-ended assignment such as --- write a descriptive paragraph.

The curriculum and materials were devised on a daily basis which allowed for continual diagnosis and re-evaluation of proficiencies.

Evaluation of Students

Evaluation was on-going on a daily basis. Letter grades were used only at the end of the marking period. The term grades were the results of two inputs; the students', basing their grades on the amount of EFFORT they exerted in the course; and, the teacher's, basing the grades on measurable achievement.

Program Evaluation

In an attempt to evaluate the program objectively, some basic statistics were analyzed.

TABLE 1

INDIVIDUAL GRADE COMPARISON
MAJOR SUBJECTS
HALF YEAR

Student	English		Social Studies		Science		Math	
	'75	'76	'75	'76	'75	'76	'75	'76
1	B	C	C	D	C	--	B	D
2	E	B	C	C	B	C	C	--
3	E	C	C	C	D	--	D	C
4	E	A	B	C	C	--	B	B
5	E	A	D	D	C	--	C	--
6	C	A	C	C	C	C	C	--
7	D	C	E	D	C	--	E	--
8	C	A	C	D	D	C	D	--
9	D	A	C	D	D	--	B	--
10	E	C	D	D	E	--	D	--
11	D	B	D	C	C	--	C	E
12	E	C	C	C	D	--	B	B
13	E	C	D	C	D	C	D	--
14	D	B	D	D	C	--	B	--
15	D	D	D	E	D	D	D	--
16	C	D	C	C	C	--	C	E
17	C	B	D	D	C	--	C	C
18	C	A	D	D	B	--	D	C

N = 18

TABLE 1: "Individual Grade Comparison of Major Subjects"

Grades for English, social studies, science and mathematics were compared for the half year of 1975 and 1976. There was a significant difference in the English grades received by these 18 students. Although seven students received E's and five got D's in English at the half year in 1975, there were no E's and only two D's at the half year in 1976 with six students receiving A's and four B's. No A's were given in 1975 to these students and only one B. This inflated English grade may be an expected outcome of any such program. The grade received in the other subjects did not compare significantly with English.

TABLE 2

GRADE COMPARISON - TOTAL
ENGLISH and SOCIAL STUDIES
HALF YEAR

Grades	Number Received			
	English		Social Studies	
	1975	1976	1975	1976
A	--	6	--	--
B	1	4	1	--
C	5	6	8	8
D	5	2	8	9
E	7	--	1	1
N= 18	18	18	18	18

TABLE 2: Grade Comparison--- Total English and Social Studies Half Year

There were no significant differences in grades received for social studies at the half year for these students in 1976 when compared with 1975. There was a significant difference in grades received for English. Students obtained higher grades in the enrichment class in 1976.

TABLE 3: Class Attendance, Half Year

A comparison was made of the attendance of these 18 students in 1976 between classes in English, social studies, and other subjects. The number of absences in English was lower than in social studies but significantly lower than other subjects. In the case of six students, their absences in classes outside English were twice as many or more.

TABLE 4: Percentage of Language Enrichment Students Achieving Mastery Level on MSDE Basic Skills Reading Test

There were 11 students in this class who took MSDE reading test in October, 1975. Seven students did not participate. Five of the 11 students achieved Mastery Level for the total test; an 80% proficiency. There were only two students who achieved Mastery Level in all four areas of the test. All but two students needed some remedial work in October in one or more areas of this functional reading test devised by the Maryland State Department of Education.

For comparison, 514 eleventh graders were administered the test; 85.6% achieved Mastery Level of the total test.

TABLE 3

CLASS ATTENDANCE
HALF YEAR
1975-1976

Student	Subjects - No. of Days Absent at Half Year: N = 93			
	English	Social Studies	Other Subjects-To Eng. More	Same or Less
1	19	19	1	2
2	11	12	2	2
3	5	6	--	3
4	5	6	3*	--
5	2	1	1*	2
6	9	10	1	3
7	18	15	2	2
8	6	10	3	1
9	5	6	3	2
10	11	31	2*	1
11	11	11	2*	1
12	8	9	--	3
13	8	13	3	1
14	10	21	3*	1
15	13	17	--	4
16	21	24	1*	3
17	--	7	3	--
18	--	--	3	--

* = Twice as many absences or more

TABLE 4

MARYLAND STATE DEPARTMENT OF EDUCATION
BASIC SKILLS READING MASTERY TEST FORM B

Perry Hall Senior High School Report October 1975 Baltimore County, Maryland

PERCENTAGE OF STUDENTS (Language Enriched English Eleven)
ACHIEVING MASTERY (80% OR BETTER) IN EACH CATEGORY

Student Number	Locate Reference	Understand Forms	Gain Information	Follow Directions	Total All Items	Personal Items
1	--	--	--	--	--	--
2	78.6	75.8	94.1	87.9	84.4	ACCBA
3	85.7	78.8	82.4	75.8	80.5	BABB3BBB
4	89.3	90.9	100.0	84.8	91.4	ACBBCBBC
5	71.4	69.7	79.4	81.8	75.8	CCBBAACB
6	60.7	72.7	85.3	93.9	78.9	--
7	--	--	--	--	--	--
8	--	--	--	--	--	--
9	71.4	78.8	91.2	90.9	83.6	AABCDACA
10	71.4	72.7	70.6	51.5	66.4	DDCCAACC
11	89.3	93.9	97.8	97.0	94.5	AABBDBBB
12	78.6	48.5	79.4	78.8	71.1	ABDCAAAC
13	--	--	--	--	--	--
14	--	--	--	--	--	--

TABLE 4 (continued)

15	7.1	24.2	35.3	24.2	23.4	--
16	--	--	--	--	--	--
17	39.3	42.4	41.2	51.5	43.8	[illegible]
18	--	--	--	--	--	--
School Total (514 Students)	77.4	83.9	87.0	88.3	85.4	
State Level Total (54,844 Students)	70.3	79.5	80.7	83.9	80.3	

In order to facilitate student in-put into the evaluation of the program, an opinion survey was made. Table 5 is a composite of student responses. Most significant is the desire for all 17 students who completed the survey to continue the Language Enriched class during their senior year.

TABLE 5

How do you feel?

	Outstanding	Good	Average	Fair	Poor
1. Class Learning Activities	4	12	1		
2. Your Class Achievement	7	8	2		
3. Your Class Attendance	7	8	2		
4. In Comparison to Other Classes	8	9			
5. Working with Tutors	8	9			
6. Being Accepted For This Class	11	6			
7. Special Learning Materials	5	8	3	1	
8. The School's Help For You	11	6			
9. Continue this English class in Grade 12	Yes 17/ No None				

Other Comments:

. . . . enjoy English more this year. . . .
. . . . English class is better than other classes. . . .
. . . . You can keep up. . .in other classes you get behind. . . .
. . . . have tutors work with only one student at a time at own pace. . . .
I think it is good that somebody cares that I learn what I have missed in other grades.
. . . . make the materials more interesting and up date them. . . .
I think there should be some long-range reading assignments.
I have learned a lot.

Despite the inadequacies and general inconclusiveness of the statistics, a subjective evaluation of the students' progress deemed the program most successful. As mentioned previously, students did make significant improvement in the areas of emphasis. The improvements, however, are only minor relative to the amount of remediation needed to bring the students up to grade level. Time, class size and lack of materials were all detriments to student progress. Perhaps the most significant advances were made in the psychological area of self-image. At the end of the course, students appeared to be much less inhibited, more assertive, and more positive toward school. The students began to exhibit their own personalities, to tell jokes, to contribute their ideas and to volunteer for roles in classroom plays. The students were very much aware of the teacher's true concern for them, and personal relationships between the teacher and individual students were good. Because of the mutual feelings, both students and teacher exerted tremendous amounts of effort to make the program successful.

Summary

Language Entiched English Eleven was implemented in order to help students acquire basic language skills which hitherto they had failed to master. Through a tightly

structured instructional program, students progressed in vocabualry developemtn, reading comprehension, written and cral expression. Although the degree of progress was not sufficient to overcome deficits of two and three grade levels, the prognosis for further improvement is good. Students reacted bery favorably to the program and seemed to gain a great deal of satisfaction and pride from their successful learning experiences.